2011 CENTER FOR ARMY LEADERSHIP ANNUAL SURVEY OF ARMY LEADERSHIP (CASAL): ARMY CIVILIAN LEADERS

TECHNICAL REPORT 2012-2

Ryan Riley
Trevor Conrad
Heidi Keller-Glaze, Ph.D.
ICF International

July 2012

The Center for Army Leadership

An Organization of Leader Development and Education, U.S. Army Combined Arms Center

Thomas P. Guthrie
COL, IN
Director

_____

Leadership Research, Assessment and Doctrine Division
Fort Leavenworth, Kansas 66027-2314
Jon J. Fallesen, Chief

1. REPORT DATE *(DD-MM-YYYY)* 30-07-2012	2. REPORT TYPE Technical Report	3. DATES COVERED *(From - To)* November 2011 – JUL 2012
4. TITLE AND SUBTITLE 2011 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Army Civilian Leaders		**5a. CONTRACT NUMBER** W91QF-09-F-0113
		5b. GRANT NUMBER
		5c. PROGRAM ELEMENT NUMBER
6. AUTHOR(S) Ryan Riley, Trevor Conrad and Heidi Keller-Glaze		**5d. PROJECT NUMBER**
		5e. TASK NUMBER
		5f. WORK UNIT NUMBER
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) ICF International 9300 Lee Highway Fairfax, VA 22031		**8. PERFORMING ORGANIZATION REPORT NUMBER**
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) Center for Army Leadership Leadership Research, Assessment and Doctrine Division 290 Stimson Ave, Unit 4 Fort Leavenworth, KS 66027		**10. SPONSOR/MONITOR'S ACRONYM(S)** CAL
		11. SPONSOR/MONITOR'S REPORT NUMBER(S) 2012-2

12. DISTRIBUTION / AVAILABILITY STATEMENT
Approved for public release; distribution is unlimited.

13. SUPPLEMENTARY NOTES
A separate report (2012-1) from the Center for Army Leadership provides the main findings from this survey on Army Leaders.

14. ABSTRACT
This report discusses Army civilian findings of the 2011 CASAL, and is meant to serve as a supporting document to the technical report of main findings (Riley, Conrad, Hatfield, Keller-Glaze, & Fallesen, 2012). The 2011 survey was administered to 9,621 Army civilians, representing sampling error of +/- 1.7%. Findings for Army civilian leaders are addressed in three key areas: quality of leadership, climate and situational factors within the working environment, and the quality of leader development. Army civilian leaders tend to be satisfied or very satisfied with their careers, although many would like to be kept better informed of decisions that affect their work. The quality of leadership of Army leaders' immediate superiors is rated effective; the percentage of effective ratings depends on the rank of the leader making the ratings and the specific competency, attribute or special area being rated. Develops others is the competency that receives the highest number of negative assessments. Strong behaviors include getting results, preparing self, demonstrating resilience, and impact on subordinate safety and work quality. Workload stress is seen as a serious problem by more than one third of civilian leaders. Informal methods of leader development for civilians are seen as having the largest impact on their development. The Basic, Intermediate and Advanced Courses are generally perceived as effective by graduates, while the Foundation Course and Supervisors Development Course are rated less favorably.

15. SUBJECT TERMS
Leadership; Leader Development; Education; Training; Performance Assessment; CASAL; CES; Army Civilians; Recommendations; Survey

16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON Jon J. Fallesen
a. REPORT Unclassified	**b. ABSTRACT** Unclassified	**c. THIS PAGE** Unclassified	Unlimited	44	**19b. TELEPHONE NUMBER** *(include area code)* (913) 758-3160

2011 CENTER FOR ARMY LEADERSHIP ANNUAL SURVEY OF ARMY LEADERSHIP (CASAL): ARMY CIVILIAN LEADERS

PURPOSE

This report discusses Army civilian findings of the 2011 CASAL, and is meant to serve as a supporting document to the technical report of main findings (Riley, Conrad, Hatfield, Keller-Glaze, & Fallesen, 2012). In 2005, the Annual Survey of Army Leadership (CASAL) was established by the Center for Army Leadership (CAL), Combined Arms Center (CAC) to assess and track trends of leader perceptions on leader development, the quality of leadership, and the contribution of leadership to mission accomplishment. Since fall 2009, survey administration has also included Department of Army civilians. For the 2009 CASAL, over 26,000 Army civilians were surveyed, of which 9,414 participated for a response rate of 36%. For the 2010 CASAL, 18,000 Army civilian leaders were surveyed, of which 5,882 participated for a response rate of 33%. The 2011 survey was administered to 9,621 Army civilians, of which 3,602 participated for a response rate of 37%. The sampling error for the level of response in the current year is +/- 1.7%. Findings for Army civilian leaders are addressed in three key areas:
- Quality of Leadership
- Climate and Situational Factors within the Working Environment
- Quality of Leader Development.

DEMOGRAPHICS

The sample of Army civilian leaders that responded to the CASAL closely represent the DoD workforce with regard to gender (66% male, 34% female) and ethnic origin. The reported education level of survey respondents exceeded the levels of the DoD workforce, with 30% holding bachelor degrees (compared to 24% of population) and 35% holding graduate or professional degrees (compared to 12% of population).

Forty-two percent of civilian leaders (43% of Managers or Senior Supervisors; 42% of First Line Supervisors or Leaders) previously served in the military. The average tenure of civilians in their current organization was 142 months; average time in current position was 59 months; average time in current grade or pay level was 63 months; and average time reporting to current leader/supervisor was 33 months.

Further, a single item on the survey with a required response asked participants to indicate whether or not they were a member of a union. Findings for participants who are union members are not included in these analyses or the discussion.

ANALYTIC NOTES ON SUPERVISORY STATUS CLASSIFICATION

Current self-reported position was considered in determining civilian cohort group membership. However, the primary method of group assignment was a multi-step process that

examined consistency of responses on survey items. A civilian leader is defined as an Army civilian that holds direct supervisory responsibility for other Army civilians and/or uniformed personnel. For the purposes of this research, civilian leaders are classified into one of two groups: managers or senior supervisors, or first line supervisors or leaders. To be included in one of the supervisory cohorts, civilian respondents had to respond "yes" that they directly supervised subordinates (either civilian or uniformed personnel) and provide the number (greater than zero) of direct reports they supervised. Respondents who also indicated their direct report subordinates were supervisors themselves were classified as managers or senior supervisors, while those that indicated their subordinates were not supervisors were classified as first line supervisors or leaders. As a final determining factor, an item on the survey asked respondents to select a response that best represented their current position. These responses included short definitions of supervisory responsibilities, and were used to classify any remaining respondents not yet classified due to missing data for the other items. The result of this successive, screening approach defined a cohort of civilian leaders for which data were included in the analyses discussed in this report.

- Managers or senior supervisors – supervise direct reports who are also supervisors (N = 1,092)
- First line supervisors or leaders – supervise employees or non-supervisors (N = 1,825)

ORGANIZATION OF RESEARCH FINDINGS

Findings on the quality of leadership, climate and situational factors within the working environment, and civilian leader development include consideration of Army civilian leader respondents, a cohort determined in the data through the screening method described above. For ease of interpretation, item findings are generally presented as percentages of favorable, neutral, and unfavorable ratings[1]. Where appropriate, trend comparisons are made to CASAL findings from past years (Riley & Steele, 2010; Riley, Keller-Glaze, & Steele, 2011). Comparisons to attitudes, opinions and ratings of active duty uniformed leaders are made when useful or for confirmation (Riley et al., 2012). Statistically significant differences between these groups, where relevant, are referenced in footnotes throughout this report.

MAIN FINDINGS

- Most Army civilian leaders (85% - 88%) are satisfied or very satisfied with their career working for the Army up to this point. They perceive a strong fit between their knowledge, skills and abilities and the challenges of their work. However, far fewer feel informed of decisions that affect their work responsibilities (62% managers or senior supervisors; 53% first line supervisors or leaders).

---

[1] Due to rounding of percentages for the three response options, percentage values for items may not always total 100%

- The estimate of the percentage of Army civilian leaders in a unit or organization who are effective is approximately 60%.

- The quality of leadership ratings of the immediate superiors of first line leaders and managers is moderate to strong. Civilian leaders are strong in behaviors such as getting results, preparing self, demonstrating resilience when faced with adversity, and positively affecting subordinate safety and work quality. Areas falling below a threshold of two-thirds favorable responses include team building, fostering esprit de corps, developing subordinates, and positively affecting unit cohesion and subordinate motivation.

- Civilian leader effectiveness in demonstrating the leader attributes ranged from a low of 68% for *Interpersonal tact* to a high of 78% for *the Army Values*.

- *Develops Others* continues to be an area for improvement for civilian leaders (52% effective or very effective). Forty-three percent of civilian leaders believe they have sufficient time to develop their subordinates, a finding that has shown steady decline over the past three years. Further, 41% agree leaders in their organization are recognized or rewarded for achievements in developing subordinates.

- More than one-third of civilian leaders (37%) perceive stress from high workload as a *serious problem*, the highest percentage observed in the past three years. More than half of civilian leaders (54%) perceive stress from high workload as a *moderate problem*, while 9% report stress is not a problem.

- Methods of informal development that civilian leaders frequently engage in include opportunities to lead others, learning from peers, and on-the-job training. These practices, along with civilian education (e.g., college courses), are seen as having the largest impact on development.

- About half of civilians (53%) report completing an Army civilian course at some point in their career. Of those who have taken a course, 61% rate Army institutional courses/schools as effective or very effective in preparing them to assume new levels of leadership or responsibility.

- Courses within the Civilian Education System (CES) are generally perceived as effective in developing the leadership skills of Army civilians. Recent graduates rate the Advanced Course, Manager Development Course (dL), Intermediate Course, and Basic Course as effective in improving leadership capabilities and preparing learners to influence others and develop the leadership skills of their subordinates. The Foundation Course and Supervisors Development Course (both conducted via distributed learning) are not generally viewed as effective. Many civilians (43%) believe that their CES course came too late or way too late for its intended purpose.

Table of Contents

2011 CENTER FOR ARMY LEADERSHIP ANNUAL SURVEY OF ARMY LEADERSHIP (CASAL): ARMY CIVILIAN LEADERS

1. Quality of Leadership

CASAL findings indicate the quality of leadership among Army civilians is strong. Most Army civilian leaders rate their superiors, peers and subordinates as effective or very effective leaders (see Exhibit 1). However, there is a large difference in the level of percentage of effective ratings between manager or senior supervisors and first line supervisors or leaders.

- 82% of managers or senior supervisors rate their subordinates as effective leaders, compared to 64% of first line supervisors or leaders. This difference is consistent with results from past CASAL surveys, and is expected as managers oversee civilians in leadership roles while first line supervisors or leaders oversee non-supervisory employees (whom are less likely to hold leadership responsibilities).
- A similar percentage of managers or senior supervisors rate their superiors and peers as effective leaders (71% and 72%, respectively).
- Likewise, a similar percentage of first line supervisors or leaders rate their superiors and peers as effective leaders (61% and 62%, respectively).

Overall, civilian leaders estimate that 57% of leaders in their unit or organization are effective leaders (*median* = 60%). These findings are consistent with civilian leader results from the 2009 (*mean* = 57%) and 2010 (*mean* = 61%) CASAL. In 2011, the average for managers or senior supervisors (61%) is higher than the average for first line supervisors or leaders (54%), a trend also observed in 2009 and 2010.

Exhibit 1. Ratings for Civilian Leader Quality for Superiors, Peers, and Subordinates.

Ratings of the Effectiveness of Superiors, Peers and Subordinates as Leaders (Civilian Leaders, 2011)

Effectiveness of Superiors as leaders: 71% (Manager or Senior Supervisor), 61% (First Line Supervisor or Leader)
Effectiveness of Peers as leaders: 72% (Manager or Senior Supervisor), 62% (First Line Supervisor or Leader)
Effectiveness of Subordinates as leaders: 82% (Manager or Senior Supervisor), 64% (First Line Supervisor or Leader)
Percentage of effective leaders in unit or organization: 61% (Manager or Senior Supervisor), 54% (First Line Supervisor or Leader)

Findings from other surveys also indicate moderate to strong levels of leader effectiveness among Army civilian leaders.

- The 2011 Federal Employee Viewpoint Survey (Army civilian results) found that 70% of respondents agreed that overall, their immediate supervisor/team leader was doing a good job, and 60% agreed that the manager above their immediate supervisor was doing a good job (United States Office of Personnel Management, 2011).
- Favorable views of civilian superiors were also captured in the 2010 Status of the Forces Survey of DoD civilian employees, where 69% of Army civilians indicated satisfaction with their immediate supervisor, 56% reported satisfaction with the managers above their immediate supervisors, and 56% reported satisfaction with the overall leadership in their organization (Human Resources Strategic Assessment Program, Defense Manpower Data Center, 2011).

Ten years ago, the civilian phase of the Army Training and Leader Development Panel (ATLDP) found that 63% of civilian leaders were rated effective at leading employees to do their job well (CAC, 2003). Recent CASAL findings, along with results from other Army civilian surveys, indicate the overall quality of leadership among Army civilians continues to be moderate to strong.

1.1 The Leadership Requirements Model

CASAL findings indicate that most Army civilian leaders (79%) report directly to an Army civilian; 21% report to a uniformed leader. Between 52% and 75% of Army civilian leaders rate their civilian immediate superior as effective or very effective across the ten Army core leader competencies (ADP 6-22). The competencies in which civilian leaders (superiors) are rated effective/very effective by the largest percentage of subordinates are as follows:

- *Gets Results* – 75%
- *Prepares Self* – 71%
- *Stewards the Profession* – 70%

These findings are consistent with results from past years. *Gets Results* and *Prepares Self* are consistently rated the top competencies of both civilian and uniformed leaders. *Stewards the Profession* is a new addition to the *Leadership Requirements Model* for which trend data are not available. Army civilian leader effectiveness in demonstrating the core leader competencies (as rated by their immediate subordinates) is presented in Exhibit 2. A rule of thumb commonly used in interpretation of survey data is the 2/3 favorability threshold (i.e., two-thirds or more of respondents rating an item favorably is deemed success in that area). For the core leader competencies, civilian superiors fall short of this threshold on *Builds Trust*, *Creates a Positive Environment*, *Leads by Example*, and *Develops Others*. The competency *Develops Others* has consistently been found to be an area for improvement for both civilian and uniformed leaders. In comparisons to findings from previous CASAL, ratings for civilian leaders in effectively demonstrating the core leader competencies in 2011 are consistent with ratings from 2009, but show a slight decline compared to 2010 (see Exhibit 3).

Exhibit 2. Army Civilian Leader Effectiveness on the Core Leader Competencies.

Army Civilian Leader Effectiveness in Demonstrating the Core Leader Competencies (2011)
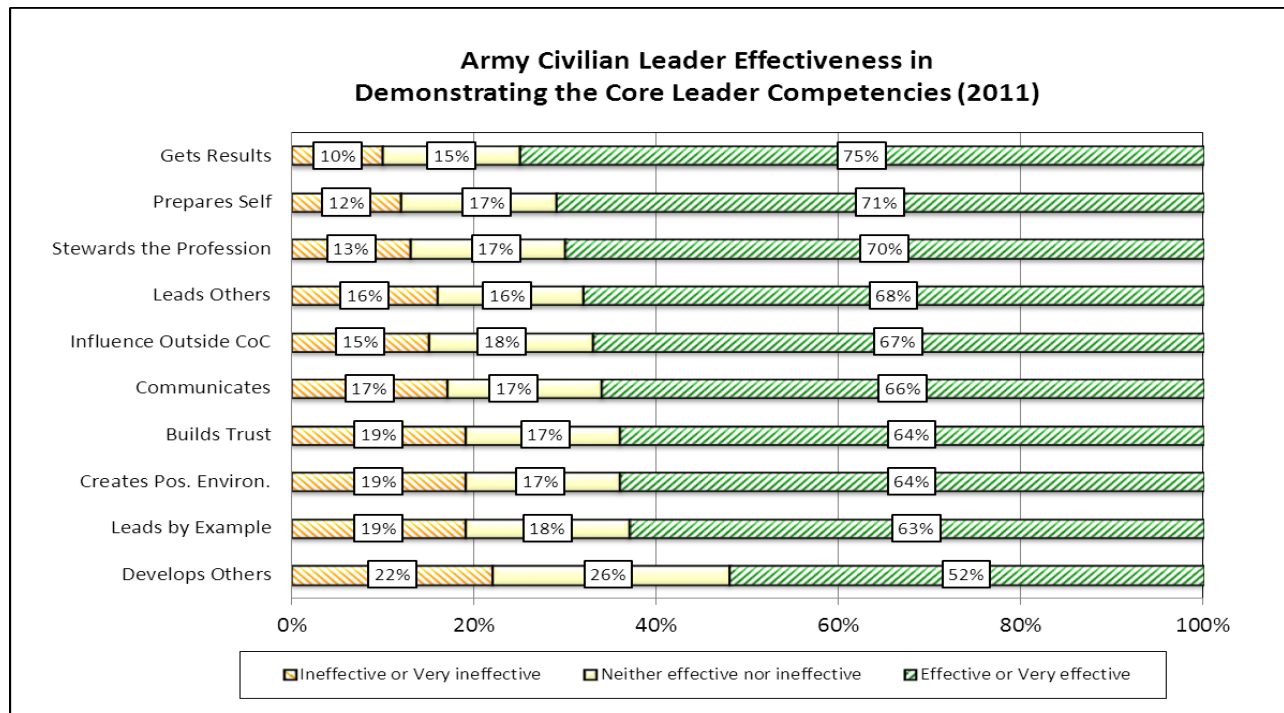
Exhibit 3. Comparison of Army Civilian Leader Effectiveness in demonstrating the Core Leader Competencies from 2009 to 2011.

Core Leader Competencies: Proportion of Civilian Leaders Rating Their (Army Civilian) Immediate Superior Effective/Very Effective (2009-2011)
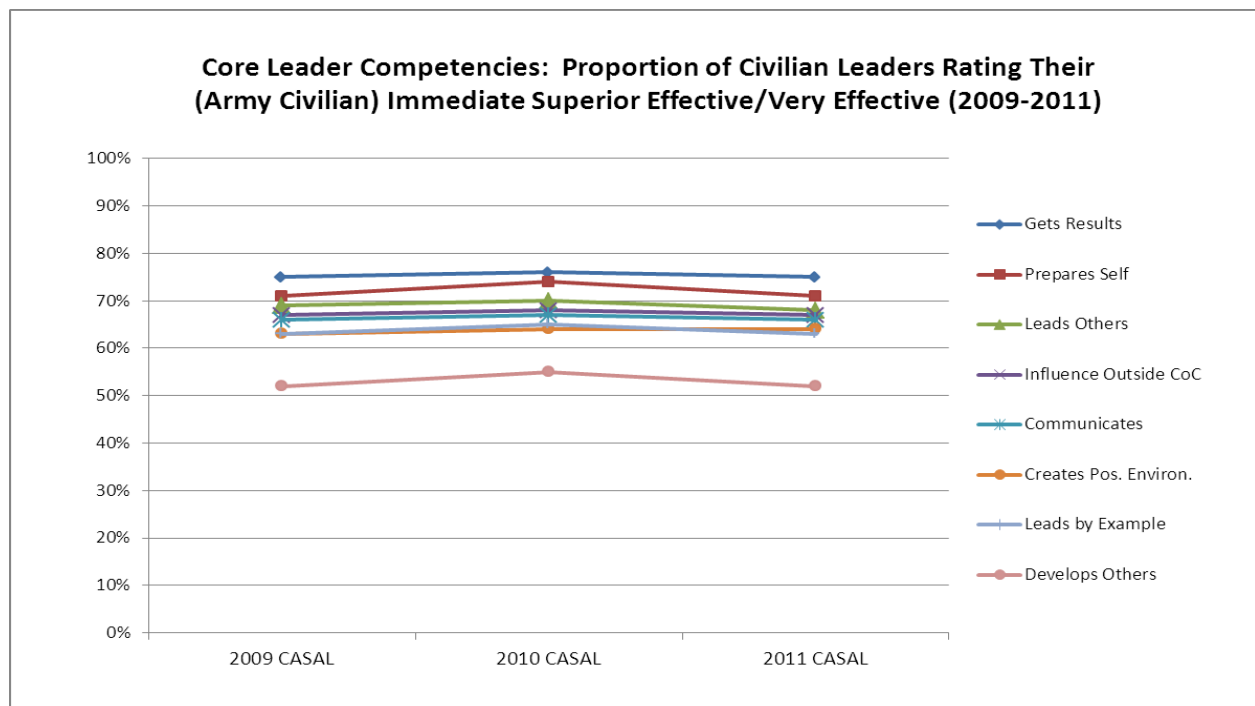
As observed in previous years, the relative rank ordering of competencies from most favorable to least favorable is consistent when comparing Army civilian leaders and active duty uniformed leaders (see Exhibit 4 for 2011 results). While ratings for uniformed leaders show greater favorability when compared to civilian leaders[2], results indicate uniformed and civilian leaders have common strengths (e.g., *Gets Results*, *Prepares Self*, *Stewards the Profession*). CASAL data show fewer instances of civilian leaders reporting directly to uniformed leaders (n = 568), or vice versa (n = 364). Overall, the relative rank ordering of competencies from most favorable to least favorable follows a consistent pattern. As mentioned previously, civilian and uniformed leaders are consistently rated lowest on *Develops Others*.

Exhibit 4. Comparison of Army Civilian and Active Duty Uniformed Leader Effectiveness on the Core Leader Competencies.

---
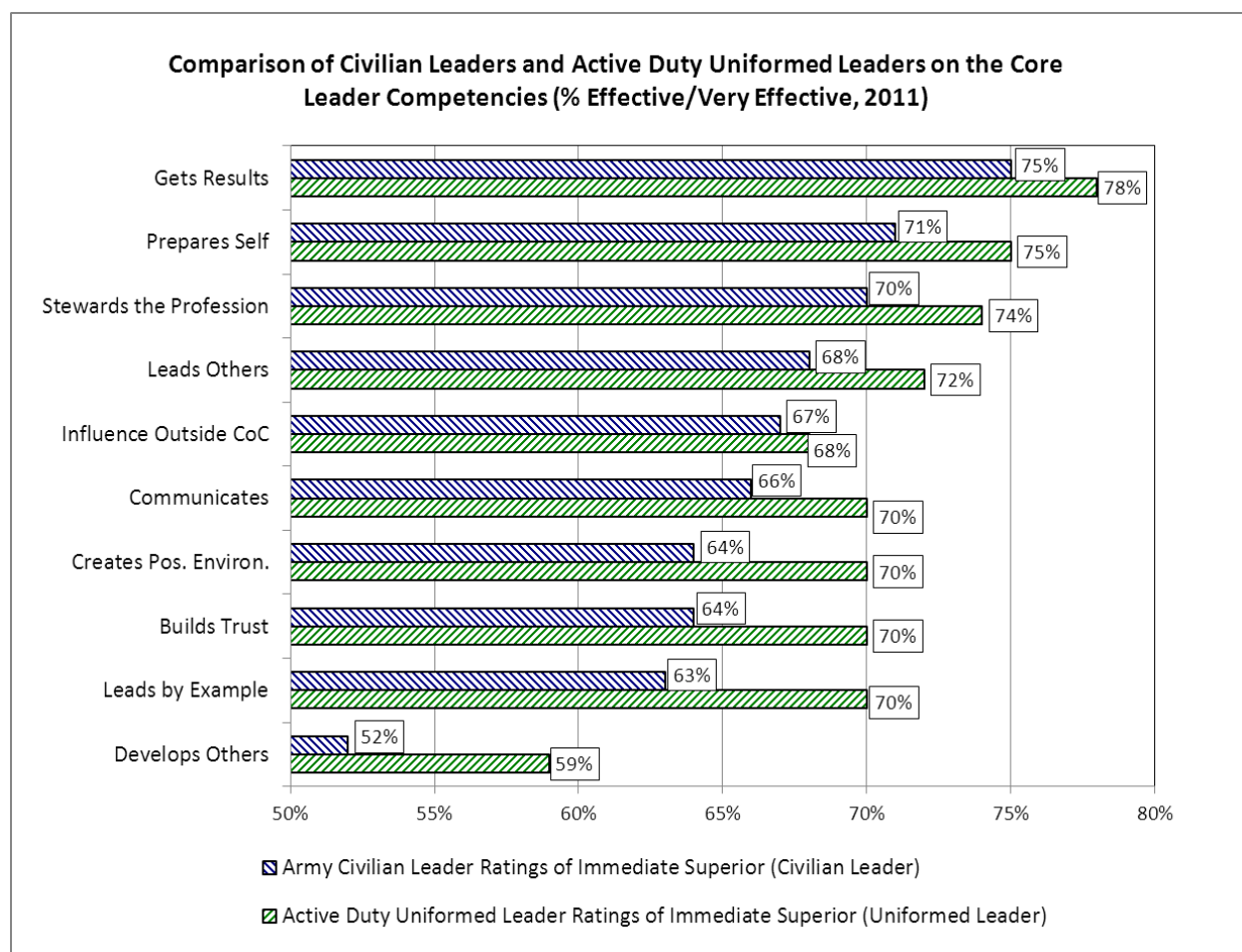
[2] Ratings of immediate superior effectiveness on the competencies and attributes were not found to differ significantly for either active duty uniformed leaders or Army civilian leaders based on length of time respondent reported to their immediate superior. The Leadership Requirements Model applies to all Army leaders.

Leader Attributes

Army civilian leaders also receive favorable ratings from their direct civilian subordinates in demonstrating all leader attributes (all attributes meet 2/3 threshold of favorable ratings) (see Exhibit 5), a consistent finding since 2009 (see Exhibit 6). Notably, some attributes are less relevant to the demonstration of Army civilian leadership than they are to uniformed leaders (e.g., *Warrior Ethos, Military Bearing & Physical Fitness, Tactical Knowledge*). The attributes in which the largest percentage of civilian leaders rate their Army civilian immediate superior effective or very effective are as follows:

- *The Army Values -78%*
- *Technical Knowledge – 78%*
- *Empathy – 76%*

Interpersonal tact (68%) and *Innovation* (68%) have consistently received the lowest percentage of effective ratings for superior civilian leaders, as well as active duty uniformed leaders. Overall, uniformed leaders receive a larger percentage of favorable ratings across the leader attributes. However, the rank ordering of favorable ratings is consistent between these cohorts (see Exhibit 7).

Exhibit 5. Army Civilian Leader Effectiveness on the Leader Attributes.
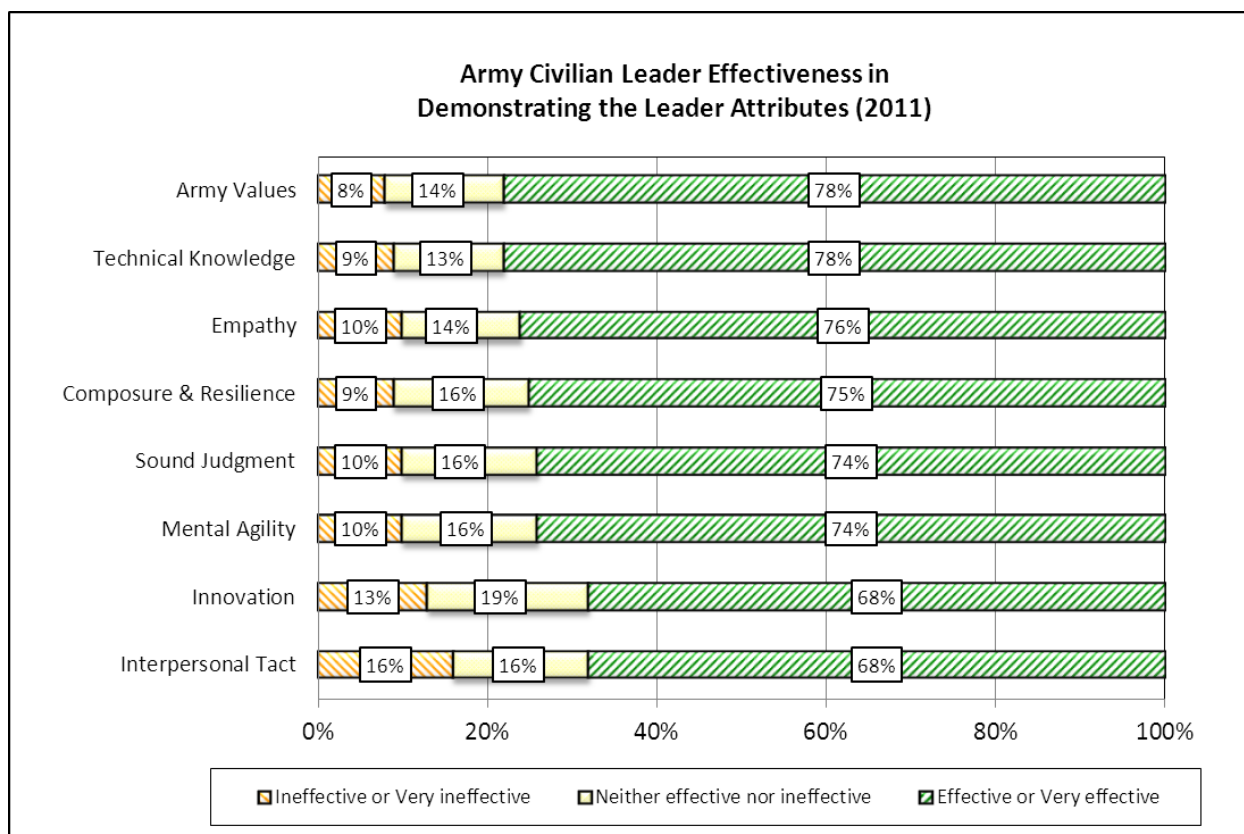
Exhibit 6. Comparison of Army Civilian Leader Effectiveness in demonstrating the Leader Attributes from 2009 to 2011.

Attributes: Proportion of Civilian Leaders Rating Their (Army Civilian) Immediate Superior Effective/Very Effective (2009-2011)

Legend:
- Army Values
- Technical Knowledge
- Empathy
- Composure & Resilience
- Mental Agility
- Sound Judgment
- Innovation
- Interpersonal Tact

X-axis: 2009 CASAL, 2010 CASAL, 2011 CASAL
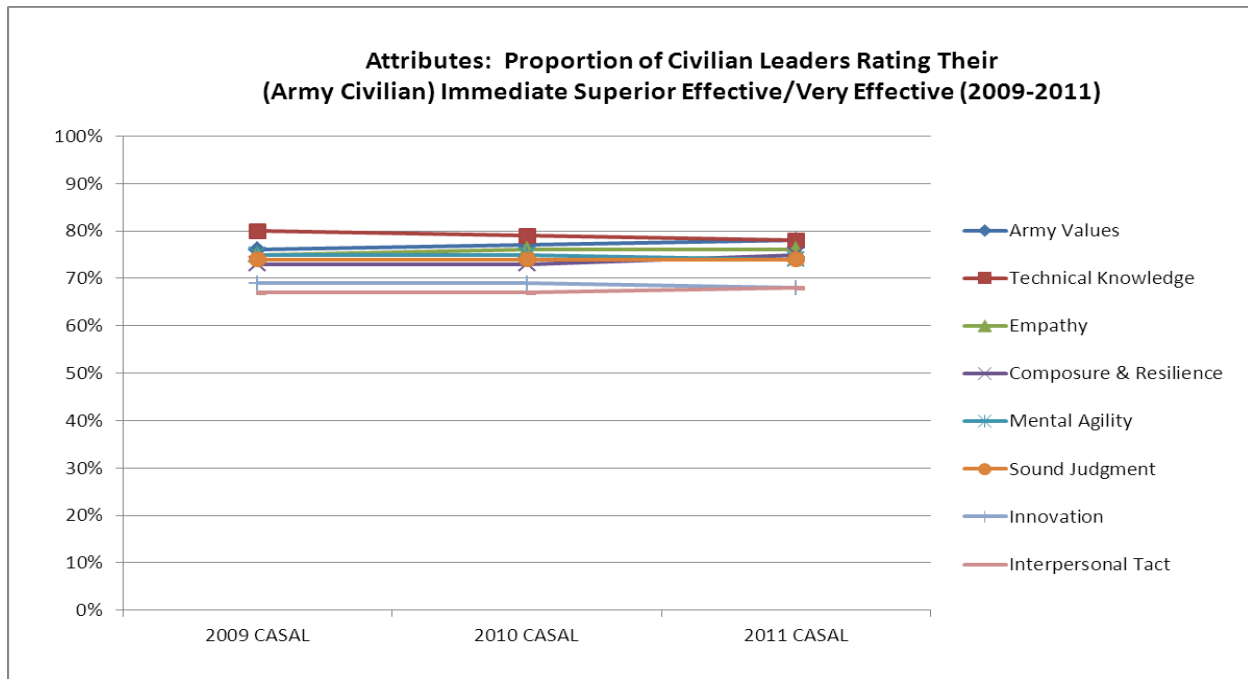
Exhibit 7. Comparison of Army Civilian Leader and Active Duty Uniformed Leader Effectiveness on the Leader Attributes.

Comparison of Civilian Leaders and Active Duty Uniformed Leaders on the Leader Attributes (% Effective/Very Effective, 2011)

Attribute	Army Civilian Leader Ratings of Immediate Superior (Civilian Leader)	Active Duty Uniformed Leader Ratings of Immediate Superior (Uniformed Leader)
Army Values	78%	84%
Technical Knowledge	78%	83%
Empathy	76%	77%
Composure & Resilience	75%	80%
Mental Agility	74%	78%
Sound Judgment	74%	77%
Interpersonal Tact	68%	72%
Innovation	68%	71%

☒ Army Civilian Leader Ratings of Immediate Superior (Civilian Leader)

☒ Active Duty Uniformed Leader Ratings of Immediate Superior (Uniformed Leader)

1.2 Civilian Leader Effectiveness

Another indication of quality leadership within the Army civilian corps is the finding that 62% of civilian leaders rate their immediate superior (civilian) as "Best, among the best, or a high performer" compared to all leaders in their organization; only 15% rate their superior "Worst, among the worst, or a low performer." Despite these favorable views of civilian leadership, 2011 CASAL results indicate only about half of civilian leaders (51%) agree they strive to behave and lead in ways similar to their immediate superior (30% disagree).

Civilian leaders effectively demonstrate other aspects of positive leadership behavior, as reflected in ratings by their civilian subordinates. Percentages reflect those responses that are favorable from the 2011 CASAL (trend data are noted in parentheses, where applicable):
- 72% are rated effective in demonstrating resilience (i.e., mental strength to endure extreme stress) when faced with adversity (72% in 2010).
- 70% are rated effective in encouraging candid, respectful discussion.
- 68% are rated effective in dealing with unfamiliar situations (71% in 2009; 67% in 2010)
- 66% are rated effective in balancing subordinate needs with mission requirements (66% in 2009; 66% in 2010).
- Additionally, two-thirds or more of civilian leaders believe their immediate superior has had a positive or very positive effect on their safety (69%) and the quality of work they complete (66%).

Civilian leaders also commented on their immediate (civilian) superior's greatest strength. Comments most frequently cited aspects of their superior's intellect, including the demonstration of expertise, technical knowledge and ability, interpersonal tact, and innovation. Other strengths that were frequently mentioned include communication and demonstrating character, specifically the Army values.

Civilian leader behaviors that show the most room for improvement (i.e., where a 2/3 favorability threshold is not met) include areas related to team building, fostering esprit de corps, and motivation. Sixty percent of civilian leaders are rated effective in fostering esprit de corps; 59% are rated effective in building effective teams (down from 63% in 2009, and 61% in 2010). CASAL findings also indicate less than 60% of civilian leaders believe their immediate superior has had a positive or very positive effect on unit cohesion (57%) and on their motivation (59%). According to the 2011 Federal Employee Viewpoint Survey (Army civilians results), fewer than half (48%) of respondents indicated that in their organization, leaders generate high levels of motivation and commitment in the workforce (United States Office of Personnel Management, 2011). Likewise, the FY10 Army Wide Civilian Attitude Survey found that just over half of respondents (55%) agreed that in their organization, leaders generated high levels of motivation and commitment in the workforce (Civilian Personnel Evaluation Agency, 2011). Thus, findings across multiple sources indicate areas for improvement related to civilian leader effectiveness in promoting subordinate motivation and commitment on the job.

Summary on Quality of Leadership

There are moderate to high levels of leadership quality among Army civilian leaders, as evidenced by CASAL findings, trends and secondary data sources. Results indicate Army civilian leaders and active duty uniformed leaders share common leadership strengths and developmental needs. Both cohorts are rated effective in *Gets Results*, *Prepares Self*, and *Stewards the Profession*. Civilian leaders also positively demonstrate resilience and encourage candid and respectful discussion; they are perceived as having a positive effect on subordinate safety and subordinate work quality. Areas where civilian leaders fall short of a two-thirds favorability threshold in 2011 are *Develops Others* (52%), building effective teams (59%), fostering esprit de corps (60%), *Leads by Example* (63%), *Creates a Positive Environment* (64%), and *Builds Trust* (64%). Further, compared to other subordinate outcomes, civilian superiors are perceived as having the smallest positive effects on unit cohesion (57%) and subordinate motivation (59%).

2. Climate and Situational Factors within the Working Environment

2.1 Career Satisfaction, Morale, and Commitment

Most Army civilian leaders (86%) are satisfied or very satisfied with their career working for the Army up to this point, and, results of past CASAL surveys show a consistent trend. Over the past three years, no more than 6% of civilian leaders indicate they are dissatisfied or very dissatisfied with their Army career. These findings are slightly more favorable than results of other Army civilian surveys. For example, the 2010 Army Wide Civilian Attitude Survey found that 83% of supervisors were satisfied with their job in general, up from 78% in 2006 (Civilian Personnel Evaluation Agency, 2006, 2011).

The level of morale among Army civilian leaders is generally favorable, but continues to show room for improvement. About half of civilian leaders (55% of managers or senior supervisors and 46% of first line supervisors or leaders) report high or very high morale. Twenty-nine percent of civilian leaders report their level of morale is neither high nor low; 22% report low or very low morale. These results are nearly identical to the results of the 2010 CASAL (49% high/very high; 30% neither high nor low; 22% low/very low). Further, levels of high and low morale among civilians are comparable to those reported by active duty uniformed leaders (53% high/very high; 27% neither high nor low; 19% low/very low).

The level of commitment among Army civilian leaders continues to be high. Most civilian leaders (93%) agree they are committed to their team or immediate work group because of their sense of personal loyalty. Over three-fourths of civilian leaders (77%) agree they feel vested with problems affecting their team or immediate work group, even if the problems do

not directly affect them[3]. Agreement with these statements further demonstrates a high level of affective commitment among civilian leaders, which is marked by an emotional bond or attachment to the Army. Leaders strong in affective commitment identify with and enjoy working for the Army. Findings for these items remain unchanged over the last three years.

Moderate levels of continuance commitment are also reported by civilian leaders. Continuance commitment is characterized by staying based on the perceived importance of the costs of leaving one's job (e.g., loss of pay, benefits, status, work contacts or friendships).

- 47% of civilian leaders agree they have invested too many years in the Army to leave now (27% disagree).
- 42% of civilian leaders agree they are committed to the Army because too much in their life would be disrupted if they decided they wanted to leave right now (31% disagree).

Commitment is further evidenced by the finding that 32% of civilian leaders are currently eligible for retirement from the Federal System, though they choose to remain working for the Army. Levels of civilian leader satisfaction and commitment are presented in Exhibit 8.

Exhibit 8. Levels of Civilian Leader Satisfaction and Commitment in the Army.

---
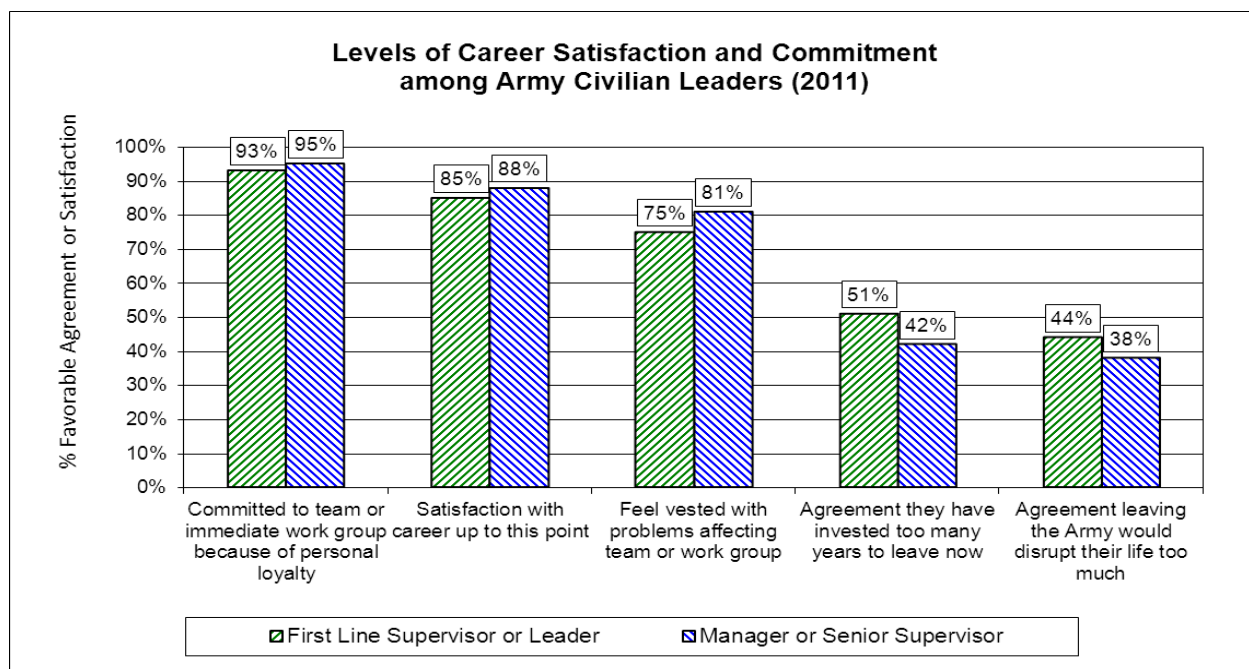
[3] Civilian leader agreement (77%) to the statement 'I feel vested with problems affecting my squad, team or immediate work group (even if they don't directly affect me)' is significantly more favorable than active duty uniformed leader agreement (61%).

2.2 Working Environment

Most Army civilian leaders (91%) agree their knowledge, skills and abilities are suited for the challenges of their work. This is a favorable finding and represents a strong and consistent trend among civilian leaders over the past three years[4]. Very few civilian leaders (4%) believe they are not well suited for the challenges of their job. Findings by other Army surveys support these results. The 2010 Army Wide Civilian Attitude Survey (Civilian Personnel Evaluation Agency, 2011) found strong agreement among Army civilian supervisors that their work relates to the organization's goals and priorities (92%), that their work gives them a feeling of personal accomplishment (85%), and that their talents are used well in the workplace (74%). Overall, civilian leaders believe what they bring to their jobs appropriately fits the challenges of the work.

Civilian leaders report favorable attitudes about specific characteristics of their jobs. Over three-fourths of civilian leaders (77%) are satisfied with the amount of freedom or latitude they have in their job (only 13% are dissatisfied). Also favorable is that 70% of civilian leaders are satisfied with the feedback they receive in their job, both from the work itself and from other people (13% disagree). Results for both items are consistent with past years. Ninety percent of civilian leaders indicate senior leaders in their organization encourage creative or innovative thought to some degree (45% to a great or very great extent; 45% to a slight or moderate extent), while 10% this is not done at all.

A characteristic of the civilian working environment that shows less favorability is the frank or free flow discussion of ideas. Sixty percent of civilian leaders agree their organization encourages the frank or free flow discussion of ideas while 22% disagree. A larger percentage of managers or senior supervisors indicate agreement (65%) compared to first line supervisors or leaders (57%). Similarly, and as reported in previous CASAL findings, information flow appears to be an area for improvement among civilian leaders. The percentage of civilian leaders who agree with the statement 'I feel informed of decisions that affect my work responsibilities' has decreased over the past three years:

- Manager or senior supervisor: 79% in 2009; 64% in 2010; 62% in 2011
- First Line Supervisor/Leader: 71% in 2009; 56% in 2010; 53% in 2011

Overall, more than one in four civilian leaders (27%) disagree they feel informed of decisions that affect their work. 2011 CASAL findings on these items for managers or senior supervisors and first line supervisors or leaders are presented in Exhibit 9.

---

[4] Civilian leader agreement (91%) to the statement 'My knowledge, skills and abilities are suited for the challenges of my work' is significantly more favorable than active duty uniformed leader agreement (80%).

Exhibit 9. Army Civilian Leader Attitudes about Work Characteristics.

Levels of Agreement and Satisfaction by Army Civilian Leaders on Characteristics of the Working Environment (2011)
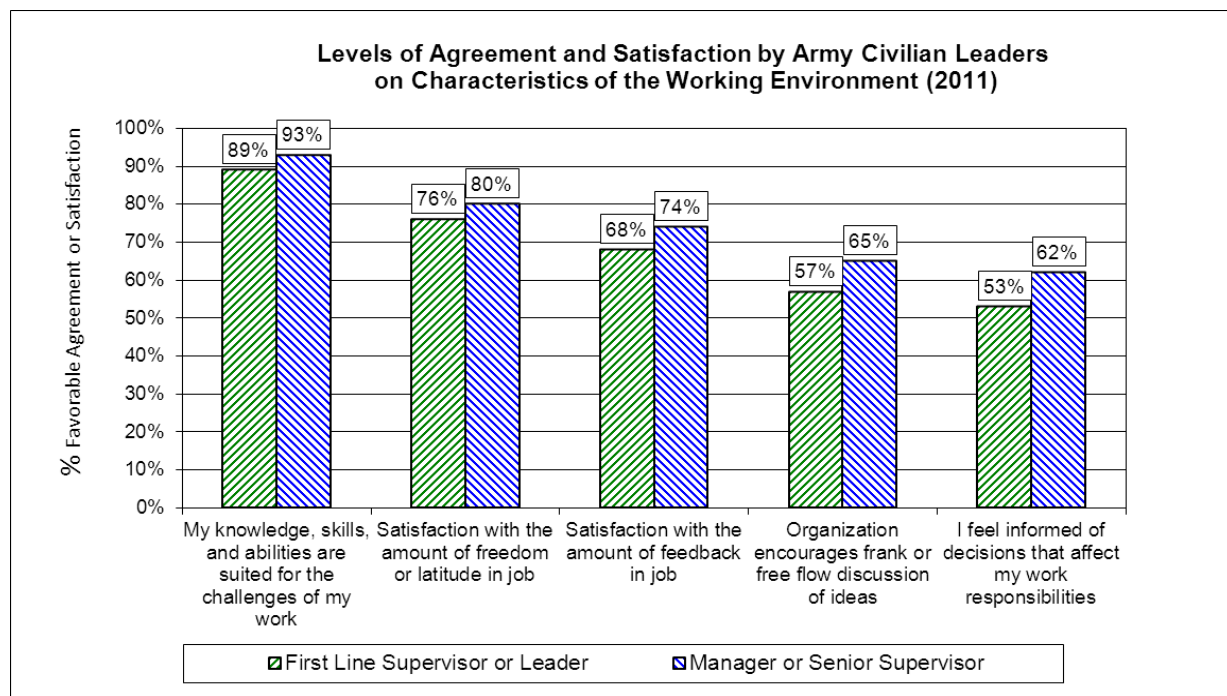
2.3 Workload and Stress

Over the past three years, CASAL has assessed and tracked civilian leader attitudes about stress from high workload. In 2011, more than one-third of civilian leaders (37%) rate stress from high workload as a serious problem. These results show an unfavorable increase compared to results from 2009 and 2010 (32% and 30%, respectively). Further, the percentage of civilian leaders reporting stress from high workload as 'not a problem' has decreased (15% in 2009 and 2010; 9% in 2011). These indications suggest that problems from stress are becoming more prevalent. The percentage of civilian leaders rating stress from high workload as a moderate problem remains unchanged (53% in 2009; 55% in 2010; 54% in 2011). Also notable is that, compared to civilian leaders, a significantly smaller percentage of active duty uniformed leaders rate stress from high workload as a serious problem[5].

Civilian leader attitudes about the acceptance and encouragement of seeking help for stress-related problems remain unchanged, but are only moderately favorable. Fifty-six percent of managers or senior supervisors and 48% of first line supervisors or leaders agree that seeking help for stress-related problems (not limited to seeking help at work) is accepted and encouraged in their organization. About 15% of civilian leaders indicate disagreement. These findings are consistent with levels of civilian leader agreement observed in past CASAL surveys (47% in 2009; 50% in 2010).

[5] Using a scale of 1 to 7, where 1 indicates 'Not a problem at all' and 7 indicates 'A serious problem,' civilian leaders (M = 4.83) differ significantly from active duty uniformed leaders (M = 4.10) in ratings for the severity of the problem of stress from high workload.

Stress from high workload is negatively related to other important civilian leader attitudes. The strength of the relationship is assessed through correlation values, which range from -1.0 for a perfect negative relationship, to 0.0 indicating no relationship, to 1.0 for a perfect positive relationship. Civilian leader perceptions that stress from high workload is a serious problem is weak and negatively related to current level of morale (r = -.26) and to the level of satisfaction with one's career working for the Army up to this point (r = -.15). These findings are important to the Army, as civilian leaders who perceive stress from a high workload to be a serious problem also operate with lower levels of morale and have less satisfaction with their Army careers.

2.4 Interpersonal Trust

Army civilian leaders hold moderate levels of trust in those with whom they work. Gillespie (2003) developed a model of trust that has two types of willingness to be vulnerable in work relationships: disclosure and reliance. Disclosure is sharing work-related or personal information that is sensitive in nature. Reliance is relying on a co-worker's (peer's, subordinate's, or supervisor's) skills, knowledge, and judgment. CASAL assessed disclosure trust among civilian leaders through the extent to which they share personal information with others. Findings indicate civilian leaders hold higher trust in their superiors and peers and slightly lower trust in their subordinates:

- 25% of civilian leaders confide in their ***immediate superior*** about personal issues that are affecting the civilian leader's work to a <u>great or very great extent</u> (55% slight or moderate extent; 20% not at all).
- 29% of civilian leaders discuss with their ***peers*** work-related problems or difficulties to a <u>great or very great extent</u> (63% slight or moderate extent; 8% not at all).
- 18% of civilian leaders discuss with their ***subordinates*** how civilian leaders honestly feel about their work, even negative feelings and frustration to a <u>great or very great extent</u> (61% slight or moderate extent; 21% not at all).

Findings on the overall level of disclosure trust among civilian leaders show consistency over the past three years; a direct comparison to past findings on trust in peers is not made due to changes in the item wording. However, 2011 CASAL results indicate the level of disclosure trust in peers differs significantly between civilian leaders and uniformed leaders[6].

CASAL findings indicate the level of reliance trust between Army civilian leaders and their immediate superiors is only moderately strong. Just under two-thirds of civilian leaders (64%) agree or strongly agree with the statement '<u>I trust my immediate superior to handle issues important to my professional well-being</u>.' Nearly one-fifth of civilian leaders (18%) disagree, meaning they do not trust their immediate superior in this regard, and 18% neither agree nor disagree.

---

[6] The percentage of civilian leaders who discuss with their peers work-related problems or difficulties (29% great or very great extent) differs significantly from active duty uniformed leaders (44% great or very great extent).

Other Army surveys have reported comparable levels of subordinate trust in one's superior:

- The 2010 Army Wide Civilian Attitude Survey found that **73%** of civilian supervisors agreed with the statement 'I have trust and confidence in my supervisor' while 13% disagreed (Civilian Personnel Evaluation Agency, 2011).
- The 2010 Federal Employee Viewpoint Survey found that **67%** of respondents agreed or strongly agreed that they had trust and confidence in their supervisors (United States Office of Personnel Management, 2010).
- The 2010 Status of the Forces Survey of DoD Civilian Employees found that **64%** of Army personnel agreed or strongly agreed that they have trust or confidence in their supervisor (Human Resources Strategic Assessment Program, Defense Manpower Data Center, 2011).

Summary on Climate and Situational Factors within the Working Environment

Army civilian leaders hold strong levels of career satisfaction and moderate levels of morale. There are high levels of affective commitment among civilian leaders, evidenced by feelings of personal vested interests in problems affecting their immediate teams or work groups, and feelings of loyalty towards the same. Smaller percentages of civilian leaders hold continuance commitment toward the Army, due to the time invested and potential disruption to their lives should they leave the Army.

Civilian leaders believe there is fit between their knowledge, skills and abilities and the challenges of their work. To a large extent, they are satisfied with the freedom or latitude they have in their jobs and with the amount of feedback they receive. Perceptions of information flow within Army organizations continues to be a low area, as less than two-thirds of civilian leaders feel informed of decisions which affect their work responsibilities. Stress from high workload is perceived to be a serious problem by over one-third of civilian leaders; these perceptions are linked to decreased levels of morale and career satisfaction.

There are moderate levels of trust between civilian leaders and those with whom they work. A larger percentage of civilian leaders disclose personal issues to peers and superiors than to subordinates. Nearly two-thirds of civilian leaders trust their immediate superior to handle issues important to their professional well-being, while nearly one-fifth do not. Overall, civilian leader ratings for factors within the working environment remain largely unchanged when compared to the results of the past three years.

3. Quality of Leader Development

3.1 Support for Leader Development

CASAL results show several indications that Army civilian leader development is not currently occurring at an optimal level:

- 43% of Army civilian leaders agree they have sufficient time to carry out the duties and responsibilities for developing their subordinates; nearly an equal amount of civilian

leaders (39%) disagree. Notably, the level of agreement has shown a decline over the past three years (50% in 2009; 46% in 2010; 43% in 2011).

- 41% of Army civilian leaders agree that leaders in their unit or organization are recognized or rewarded for their achievements in developing their subordinates, while 31% disagree.
- Less than two-thirds of civilian leaders (63%) agree with the statement "my immediate superior shows genuine concern when it comes to developing my leadership skills." Nearly one in five (19%) civilian leaders disagrees, while 18% neither agree nor disagree.

There is a notable difference in perception between Army civilian leaders and active duty uniformed leaders on the level of organizational support for leader development that they receive, specifically for developmental opportunities outside of the organization.

- 60% of civilian leaders agree that superiors in their organization would support their temporary absence for the purpose of development, even if it meant missing a key organizational event; 20% of Army civilian leaders disagree[7].
- 63% of civilian leaders agree that superiors in their organization would support their attendance at an institutional course/school even if it meant missing a key organizational event; 17% of Army civilian leaders disagree[8].
- In comparison, smaller percentages of active duty uniformed leaders indicate agreement that their superiors would support their temporary absence for either of these types of opportunities (47% and 51%, respectively).

These findings suggest Army civilian leaders perceive a greater level of organizational support (from their superiors) for development that occurs outside of their organization than from within (i.e., from their immediate superior).

3.2 The Army Leader Development Model

The Army defines leader development as "deliberate, continuous, and progressive, spanning a leader's entire career. … [that is comprised] of training and education gained in schools, the learning and experiences gained while assigned to organizations, and the individual's own self development" (FM 7-0, p. 2-6). Three mutually supporting training domains encompass Army leader development: *operational experience, self development,* and *institutional education*.

The CASAL has tracked the effectiveness of the three training domains in developing Army civilian leaders for the past three years. A majority of Army civilian leaders perceive the domains to be effective in preparing them for leadership, though the perceived effectiveness of each domain varies. Exhibit 10 displays the findings for each of the domains from the 2011

---

[7] Civilian leader agreement (60%) to the statement 'My superiors would support my temporary absence for the purpose of my development, even if it meant that I miss a key organizational event' is significantly more favorable than active duty uniformed leader agreement (47%).

[8] Civilian leader agreement (63%) to the statement 'My superiors would support my attendance at an institutional course/school if the opportunity required that I miss a key organizational event' is significantly more favorable than active duty uniformed leader agreement (51%).

CASAL. Exhibit 11 displays the trends observed over the past three years for the effectiveness of these training domains.[9] Perceptions of civilian leaders on the effectiveness of these three training domains are discussed in greater detail in the following sections.

Exhibit 10. The Perceived Effectiveness of Three Training Domains of Leader Development for Preparing Civilian Leaders.
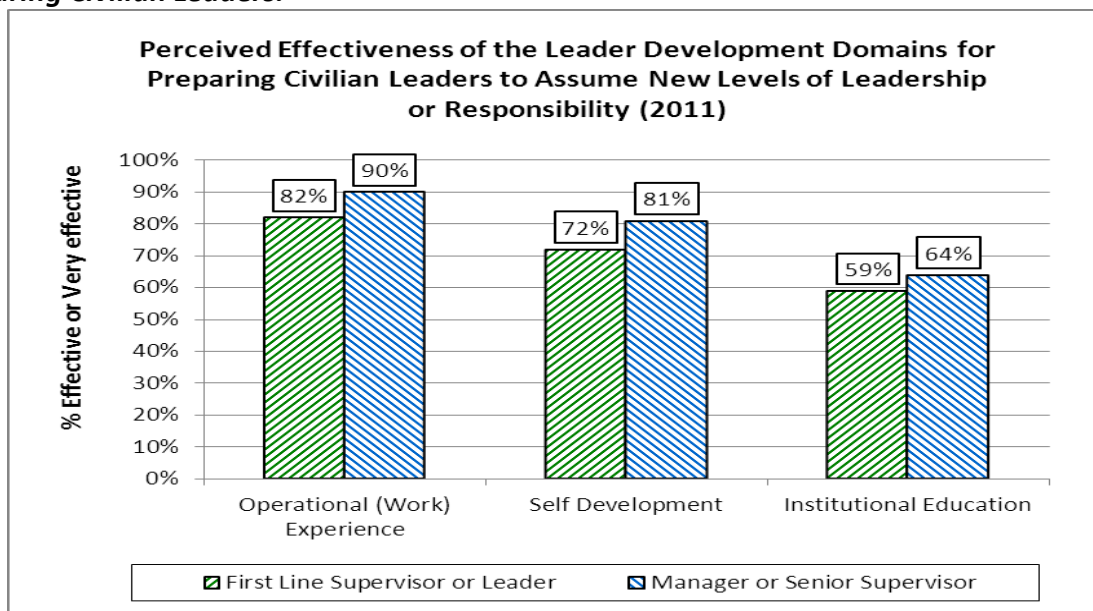
Exhibit 11. Comparison of the Effectiveness of the Army Leader Development Domains for Civilian Leaders (2009-2011).

---
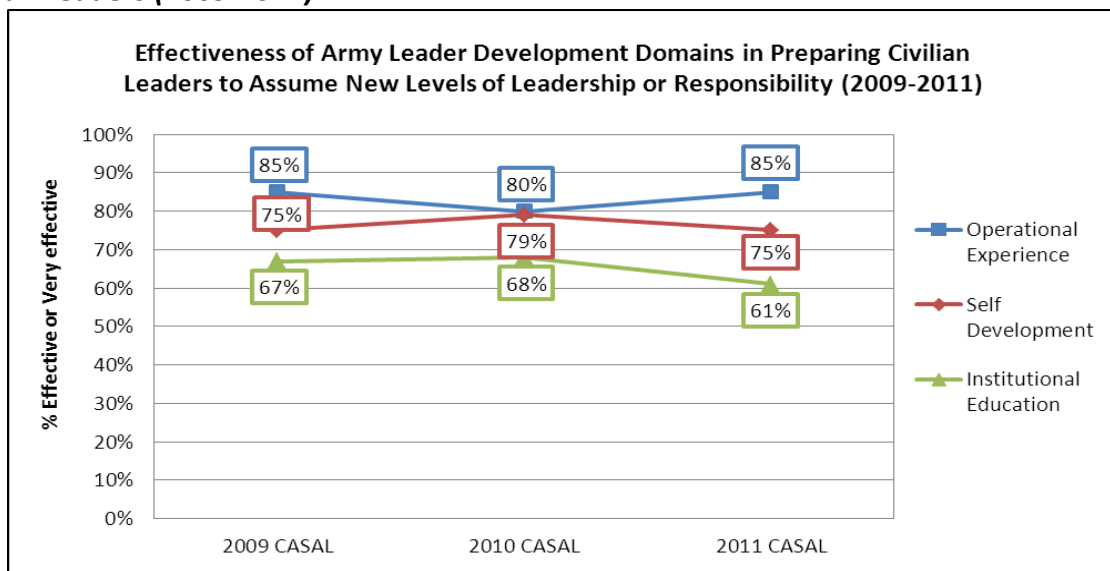
[9] Ratings by civilian leaders who indicated they had never attended an Army civilian institutional course are not included in the percentages reported in Exhibits 10 and 11, nor are they included in the subsequent discussion on institutional education.

3.2.1 Operational (Work) Experience

Eighty-five percent of civilian leaders believe their operational experience (work experience) has been effective or very effective in preparing them to assume new levels of leadership or responsibility. Only 5% believe that their work experience has been ineffective. These findings show a positive trend over the past three years. 2011 findings are consistent with those observed in 2009 (85% effective); a slight decline in favorable ratings was observed in 2010 (80% effective), though across these years, the level of ineffective ratings does not exceed 7%.

3.2.2 Self Development

Three-fourths of Army civilian leaders (75%) rate self development as effective or very effective in preparing them to assume new levels of leadership or responsibility. Only 5% believe that their self development has been ineffective. These findings are also positive and show some consistency with past years (75% in 2009; 79% in 2010). The percentage of civilian leaders that rate self development ineffective never exceeds 5% over these years. Further,
- 43% of civilian leaders report engaging in self development activities frequently or very frequently, while 52% engage in it rarely or occasionally.
- 37% of civilian leaders report self development activities have had a large or great impact on their development over the past year; 38% report the impact has been moderate.

Fifty-nine percent of Army civilian leaders believe they know specifically what they need to do to develop as a leader (65% of managers or senior supervisors; 56% of first line supervisors or leaders). As a cohort, civilian leader agreement on this aspect of awareness lags behind active duty uniformed leaders (67%). Overall, about one in seven civilian leaders (15%) disagree they know specifically what they need to do to develop as a leader. These findings show a slight decline in agreement compared to the 2010 CASAL (66% agreement), and in comparison to results of the 2010 Army Wide Civilian Attitude Survey, which found that 71% of supervisors agreed they knew what developmental experiences they needed to advance their career with the Army, and 73% agreed they knew what training they needed to advance their career with the Army (Civilian Personnel Evaluation Agency, 2011).

Civilian leader perceptions about organizational support or emphasis for self development continue to be weak. Fifty-five percent of Army civilian leaders agree their organization expects them to participate in self development other than mandatory training (compared to 57% in 2009; 60% in 2010). Thirty-eight percent of civilian leaders agree their organization makes time available for self development (compared to 43% in 2009; 44% in 2010).

3.2.3 Institutional Education

Of civilian leaders who have attended a formal Army course at some point in their career, 61% rate Army institutional courses/schools as effective or very effective in preparing them to assume new levels of leadership or responsibility. Ten percent of civilian leaders believe

courses/schools have been ineffective in preparing them for leadership, while 29% rate them as neither effective nor ineffective. These findings show a decline compared to CASAL results from 2009 (67% effective) and 2010 (68% effective).

Over half of Army civilian leaders (59%) agree that instruction from Army institutional training has provided a foundation that helps them get more learning out of everyday experiences; 13% of civilian leaders disagree. These findings are consistent with levels of agreement observed in past years (56% in 2009; 57% in 2010).

3.3 Methods of Civilian Leader Development

Since 2009, CASAL has assessed the perceived positive impact various leader practices have had on civilian leader development. The 2011 CASAL was the first year in which civilian leaders also assessed the frequency in which they engage in or receive development through various practices. As shown in Table 1, more than three-fourths of civilian leaders frequently or very frequently develop through opportunities to lead others (78%), while more than half frequently develop through learning from their peers (55%); notably, only 4% or less of civilian leaders report they never engage in these two methods of development.

Smaller percentages of Army civilian leaders frequently engage in on-the-job training, self development activities, and learning from their superiors, though notably, 86% or more of civilian leaders indicate they engage in these practices to some degree. Methods of development that the smallest percentages of civilian leaders engage in frequently include mentoring from someone outside the chain of command, developmental counseling from their immediate superior, and formal leader development from within their organization.

Table 1. The Frequencies of Engagement in Leader Development Practices for Civilian Leaders.

Civilian Leader Engagement in Various Leader Development Practices			
How frequently do you engage in or receive the following…	Never	Rarely / Occasionally	Frequently / Very Frequently
Opportunities to lead others	2%	20%	78%
Learning from peers (observing, collaborating, receiving feedback)	4%	41%	55%
On-the-job Training	6%	47%	47%
Self development activities	5%	52%	43%
Learning from superiors (observing, job shadowing, receiving feedback)	14%	54%	32%
Formal leader development programs within the unit (OPD/NCOPD, Sergeant's Time)	19%	60%	21%
Developmental counseling from immediate superior	13%	67%	20%
Mentoring from someone outside the chain of command	32%	50%	18%

More important than the frequency in which civilian leaders engage in these practices is the perceived positive impact they have on development. A larger percentage of civilian leaders

rate practices related to operational experience as having a 'large' or 'great' impact on their development compared to practices related to developmental interactions with their superiors or mentors, or formal leader development programs within the organization (see Exhibit 12). These findings are consistent with results from past years, though direct comparisons are not made due to changes in survey methodology.

- A majority of Army civilian leaders (78%) have frequent or very frequent opportunities to lead others, and 61% rate these opportunities as having a large or great impact on their development.
- About half of civilian leaders (47%) frequently or very frequently engage in on-the-job training, while nearly half (47%) report engaging in this rarely or occasionally. About half of civilian leaders (49%) rate on-the-job training as having had a large or great impact on their development, while 28% indicate the impact has been moderate.
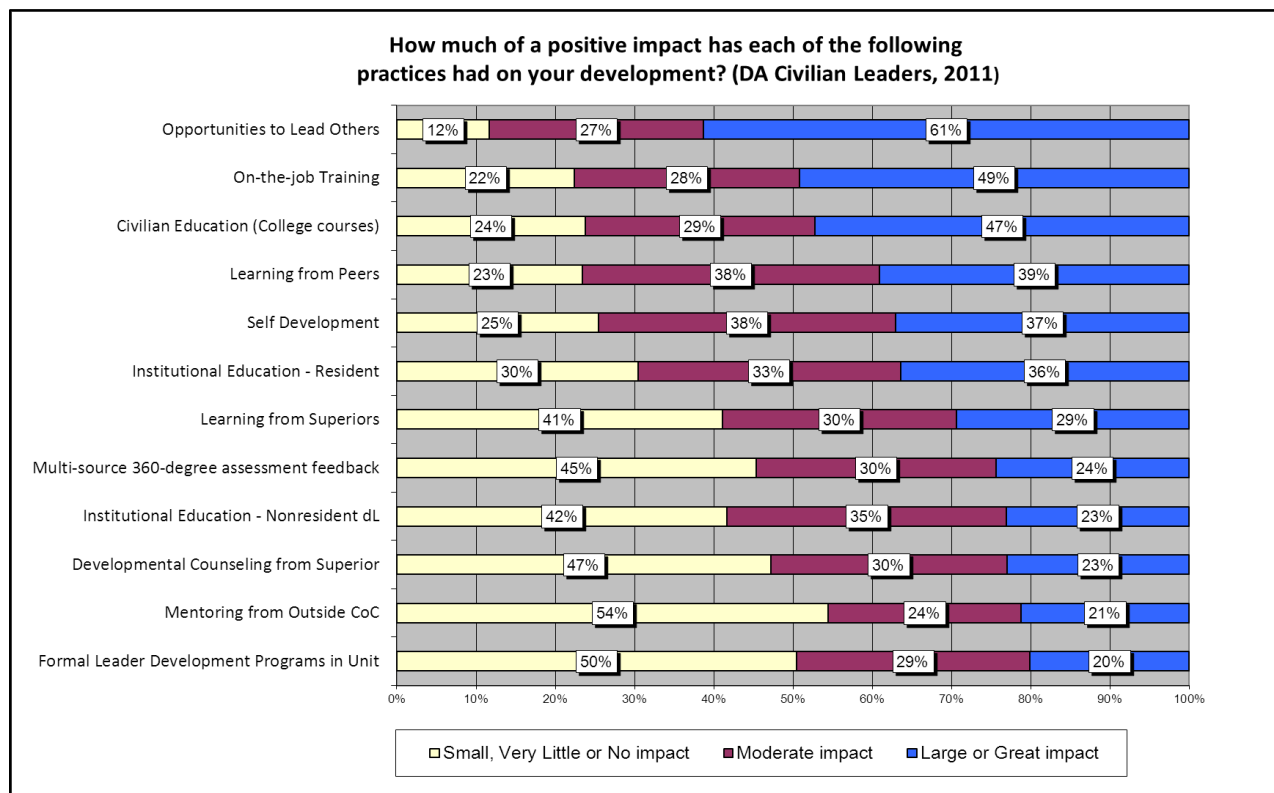
Over half of Army civilian leaders report learning from their peers (55%) frequently or very frequently; in comparison, about one-third (32%) report that learning from their superiors occurs frequently or very frequently. Peer learning is also rated as having a large or great positive impact on development by a larger percentage (39%) of Army civilian leaders than learning from superiors (29%). Overall, these findings are consistent with previous CASAL results which found that learning from peers and superiors are desired methods of development and that when they occur, they are generally seen as being 'impactful' on development.

Two-thirds of Army civilian leaders (66%) receive developmental counseling from their immediate superior rarely or occasionally; half (50%) receive mentoring from someone outside the chain of command rarely or occasionally. Further, less than one-fourth of Army civilian leaders (21-23%) rate these interactions with their immediate superior (i.e., developmental counseling) or others (e.g., mentoring from outside the chain of command) as having a large or great impact on their development (21-23%).

Formal education is generally seen as impactful on civilian leader development. However, while nearly half of Army civilian leaders (47%) rate civilian education (e.g., college courses) as having a large or great impact on their development, smaller percentages of leaders rate Army institutional courses attended through resident (36%) and through distributed learning (23%) as having a large or great impact on their development. Thus, many Army civilian leaders perceive that the most impactful development they receive via education is prior to their employment with the Army (e.g., college courses).

The priority or emphasis for leader development activities that occur informally on a day-to-day basis (e.g., opportunities to lead others, on-the-job training, learning from superiors) has consistently surfaced as a weak area across the Army. In 2011, 40% of civilian leaders report the level of priority their organization placed on leader development is high or very high, compared to 38% who rate it neither high nor low, and 22% who rate it low or very low.

Exhibit 12. The Impact of Various Practices on the Development of Army Civilian Leaders.

How much of a positive impact has each of the following practices had on your development? (DA Civilian Leaders, 2011)

Practice	Small, Very Little or No impact	Moderate impact	Large or Great impact
Opportunities to Lead Others	12%	27%	61%
On-the-job Training	22%	28%	49%
Civilian Education (College courses)	24%	29%	47%
Learning from Peers	23%	38%	39%
Self Development	25%	38%	37%
Institutional Education - Resident	30%	33%	36%
Learning from Superiors	41%	30%	29%
Multi-source 360-degree assessment feedback	45%	30%	24%
Institutional Education - Nonresident dL	42%	35%	23%
Developmental Counseling from Superior	47%	30%	23%
Mentoring from Outside CoC	54%	24%	21%
Formal Leader Development Programs in Unit	50%	29%	20%

3.4 Civilian Education System (CES)

The Civilian Education System (CES) provides progressive, sequential leader development training and education. Army Regulation 350-1 (2009) states the CES will "prepare agile and innovative Army civilians who can lead during times of change and uncertainty; are prepared for the rigors of service as multi-skilled leaders; and are armed with the values, skills and mindset to serve as competent, resilient supervisors and managers." The 2011 CASAL assessed the expectations civilians have for their education and training as well as the perceived value and effectiveness of their most recent course. Key findings include:

- Across all of the courses included in the analyses, an average 77% of civilians report that their most recent course met or exceeded their expectations.
- 66% of civilians agree or strongly agree that the quality of leader development received in their most recent course was good or very good.
- For most civilian courses, instruction on preparing civilians to develop the leadership skills of their subordinates surfaces as an area for improvement.
- Across all courses, 65% of civilians agree or strongly agree that their most recent course was relevant to their job.
- The utilization and application of course knowledge and skills also show room for improvement. Across all courses, 50% of civilians rate their organization as effective or

very effective at utilizing or supporting the use of their newly acquired knowledge and skills.

A graphical depiction of the progression of courses in the Civilian Education System is presented in Exhibit 13. Notably, only 53% of civilian leaders reported having attended a civilian course in their career. CASAL gathered information on all courses, from the Foundation Course (FC) to the Advanced Course (AC), as well as the Continuous Education for Senior Leaders (CESL) program and attendance at a Senior Service School (SSC). However, analyses in the subsequent subsections include only the courses applicable to pay bands 1 and 2. Further, results reflect ratings by civilians who recently attended a course, specifically those who completed a course between 2007 and 2011[10]. Very few CASAL respondents (n=24) reported recent completion of the Action Officer Development Course (AODC); therefore, ratings for this course are excluded from analysis.

Exhibit 13. Overview of Army Civilian Leader Development.

---

[10] CES course-level analyses included the following samples of respondents by course: Foundation Course – 107; Supervisors Development Course – 495; Basic Course – 232; Intermediate Course – 141; Managers Development Course – 52; Advanced Course – 75.

3.4.1 Civilian Course Expectations

Army civilians who had completed a civilian course or school between 2007 and 2011 were asked to reflect on the expectations they had prior to course attendance. In general, expectations that courses would increase civilian abilities to lead others and develop the leadership skills of subordinates increased with advancement to higher education levels of the CES. The extent of expectation that a course would increase understanding of how to influence others was slightly less, but generally increased with each CES level as well. The percentage of recent graduates that expected their most recent course to increase their leadership abilities (i.e., to a slight or moderate extent, to a great or very great extent) in three areas are presented in Table 2. With the exception of the Foundation Course, less than one-tenth of recent graduates indicated they expected their course not to increase their leadership abilities at all.

Table 2. Expectations of Army Civilians Prior to Course Attendance.

	Expectation that the course would increase understanding of how to influence others		Expectation that the course would improve ability to lead others		Expectation that the course would improve ability to develop the leadership skills of subordinates	
	Slight or Moderate extent	Great or Very great extent	Slight or Moderate extent	Great or Very great extent	Slight or Moderate extent	Great or Very great extent
Foundation Course (FC) dL	59%	23%	66%	21%	63%	20%
Supervisors Development Course (SDC) dL	62%	29%	58%	35%	57%	33%
Basic Course (BC)	55%	39%	57%	39%	58%	38%
Intermediate Course (IC)	56%	41%	51%	46%	50%	47%
Manager Development Course (MDC) dL	52%	42%	51%	45%	48%	48%
Advanced Course (AC)	46%	53%	38%	61%	38%	58%

Recent CES graduates also rated the extent to which their course met their expectations upon course completion. Across all courses, 77% of recent graduates report their most recent course met or exceeded their expectations. With regard to mode of instruction, there is little difference in expectations being met between courses provided via distributed learning (77%) and courses completed through a blended learning (a mixture of distributed learning and resident instruction) approach (78%). Overall course effectiveness in meeting or exceeding the expectations of recent graduates is displayed in Exhibit 14. Notably, nearly one-third (29%) of recent graduates of the Advanced Course (AC) indicate the course fell short of their

expectations. Expectations prior to attendance for the AC were one of the highest (96-99% of graduates expected the AC to improve their leadership abilities to a slight, moderate or great extent in the three areas), yet many civilians indicate that it did not meet their expectations after they attended.

Exhibit 14. Overall Course Effectiveness in Meeting the Expectations of Civilians Who Attend.
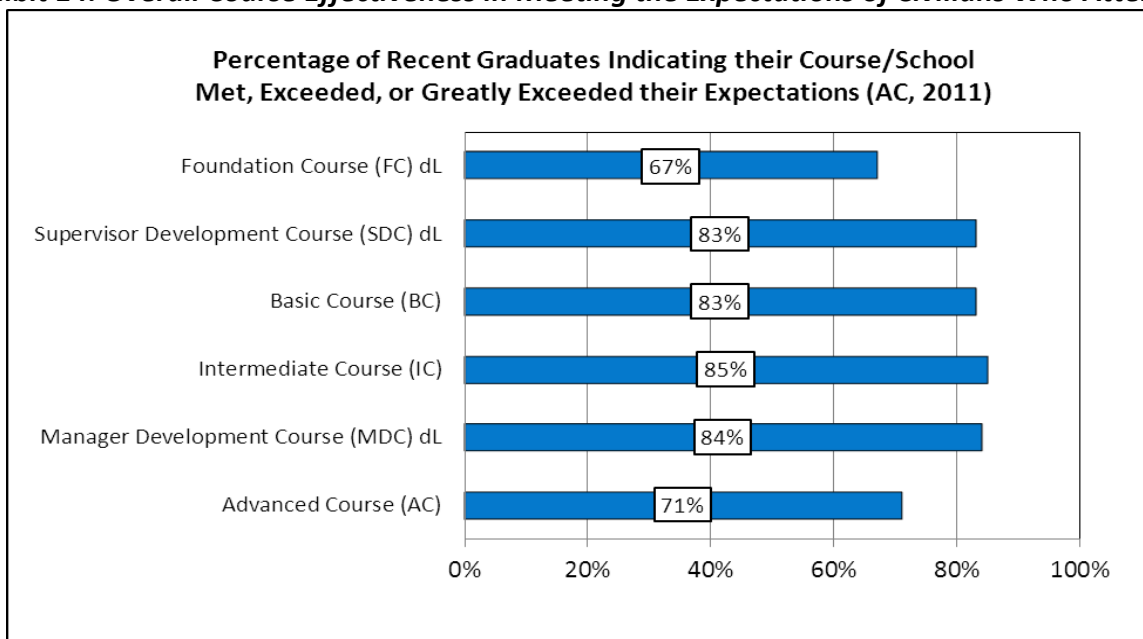
Notably, of the civilians who expected their most recent course to increase their leadership abilities to a great or very great extent in all three areas (i.e., ability to influence others, to lead others, and to develop the leadership skills of subordinates), 87% report the course met, exceeded or greatly exceeded their expectations. In comparison, of the civilians who expected their most recent course to improve their abilities in all three areas to a slight or moderate extent, 81% report the course met, exceeded or greatly exceeded their expectations. In short, 87% of civilians who went into their most recent course with high expectations report that their expectations were met or exceeded; 81% of civilians who went into their most recent course with low to moderate expectations report that their expectations were met or exceeded.

The results in Table 3 display course-level results for these groups (i.e., those with low to moderate expectations and those with high expectations prior to the course). The percentages in this table represent the percentage of recent CES graduates who report their most recent course met, exceeded or greatly exceeded their expectations. The first column displays the percentages of recent graduates who report that the course met, exceeded, or greatly exceeded their expectations and who held low to moderate expectations prior to the course. The second column displays the percentages of recent graduates who report that the course met, exceeded, or greatly exceeded their expectations and who held relatively high expectations prior to the course. Very few civilians indicated they expected their course to "Not at all" increase their abilities in all three areas.

Table 3. Percentage of Civilians Reporting their Most Recent Course Met or Exceeded their Expectations.

	Recent Graduates who held Low to Moderate Expectations Prior to the Course (that the Course Would Increase Their Abilities)	Recent Graduates who held High Expectations Prior to the Course (that the Course Would Increase Their Abilities)
Foundation Course (FC) dL	68%	72%
Supervisor Development Course (SDC) dL	83%	91%
Basic Course (BC)	81%	87%
Intermediate Course (IC)	86%	90%
Manager Development Course (MDC) dL	82%	89%
Advanced Course (AC)	67%	74%
Total	81%	87%

Across the CES, 19% of recent graduates report their course fell short or fell well short of their expectations. Open-ended comments suggest five primary reasons why expectations were not met. Foremost, recent graduates report the course was not relevant to their current job and that the content focused on topics associated at higher or lower jobs. Frequently the content addressed topics covered in previous courses. Comments also indicate that the mode of instruction was problematic. Specifically, distributed learning did not convey the topics well or the actual learning system did not function well. Finally, some recent graduates suggest that their most recent course had too much emphasis on military topics or issues and lacked sufficient instruction on relevant Army civilian issues and responsibilities that they face.

3.4.2 Course Ratings

Recent CES graduates assessed their course experience, the quality of the instruction provided, the usefulness of the course, the effectiveness of the course in preparing them for key outcomes, and the relevance of course content to their job. Almost every course received favorable ratings. Across all courses, 76% of civilians agree or strongly agree that the content of their most recent course was up to date with the current operating environment. Further, two-thirds of civilians (66%) agree or strongly agree their most recent course increased their awareness of their leadership strengths and weaknesses. Across all courses, 66% of civilians rate the quality of the leader development they received in the course as good or very good.

Perceptions on course characteristics differ between modes of instruction. Regarding course content being up to date, ratings by civilians who recently attended a course via blended learning (BC, IC, AC) are more favorable (76%) than ratings by civilians who attended via distributed learning (71%). Similar results are found when comparing the percentage of recent graduates who indicate the quality of the leader development in the course was good or very good (blended learning = 73%; dL = 58%). Perceptions regarding the level of agreement that a recent course increased awareness of leadership strengths and awareness show the greatest difference between modes of instruction. Just over half of recent graduates who attended their

most recent course via dL (55%) agree the course increased their awareness of their leadership strengths and weaknesses, compared to over three-fourths of recent graduates who completed a blended learning course (77%). See Table 4 for course-level ratings of the CES by recent graduates[11].

Table 4. Ratings for Civilian Education System Courses by Recent Graduates (2007-2011).

	Course Met or Exceeded Expectations[11]	Quality of Leader Development (% Good or Very Good)[11]	Course 'Of considerable use' or 'Extremely useful'	Agreement course content was up to date[11]	Agreement course content is relevant[11]	Agreement course increased awareness of strengths and weaknesses[11]
Foundation Course (FC) dL	67%	**41%**	31%	66%	**46%**	**47%**
Supervisors Development Course (SDC) dL	83%	65%	52%	75%	73%	**55%**
Basic Course (BC)	83%	75%	52%	76%	65%	73%
Intermediate Course (IC)	85%	77%	61%	85%	72%	80%
Manager Development Course (MDC) dL	84%	73%	57%	76%	70%	67%
Advanced Course (AC)	71%	69%	56%	77%	**62%**	76%

Across the CES, the Foundation Course is rated least favorable by recent graduates. Specifically, civilians hold the lowest expectations prior to beginning the Foundation Course, and the course is rated as falling short of expectations by the largest percentage of graduates once completed (compared to all CES courses). As the initial course that Army civilians must take, the FC content is introductory in nature. Although the course covers leadership doctrine, self-awareness, and development, other subsequent courses place a larger emphasis on leadership, management, and supervision. When the perceptions of the Foundation Course are excluded, the differences between courses based on mode of instruction become much smaller.

---

[11] Values that are bolded and underlined in Table 4 represent areas within the CES course experience that received ratings less than 65% agreement, or good/very good quality. Note that only the results of items using Likert-type scales (e.g., expectations, goodness, agreement) were highlighted in this manner.

3.4.3 Instructor Quality

Recent graduates of CES courses generally rate the quality of the instruction favorably. Instructors are perceived as being of high quality and providing an appropriate level of autonomy in the course, by allowing choices and options for coursework and activities. Perceptions of instructor quality by recent graduates of three CES courses are presented in Table 5. Other civilian courses delivered primarily via distributed learning do not involve instructor interaction, and are therefore excluded from analysis. Amongst the blended learning courses, the Intermediate Course is viewed the most favorably. Open-ended comments by recent graduates of the Advanced Course did not shed light on reasons why there is not a greater level of agreement that course instructors provide autonomy during the course.

Table 5. Percent of Favorable Ratings by Recent Graduates for CES Course Instruction.

	Quality of instructors	Instructor provided autonomy by allowing choices and options for course work and activities
	% Good/Very good	% Agree/Strongly agree
Basic Course (BC)	86%	73%
Intermediate Course (IC)	91%	77%
Advanced Course (AC)	83%	60%

3.4.4 Course Effectiveness

Civilians generally hold favorable views regarding the effectiveness of their most recent course at improving their leadership capabilities and preparing them to demonstrate effective leadership. Across all courses, 59% of civilians rate their most recent course as effective or very effective at improving their leadership capabilities. With regard to effective preparation, an average of 55% of civilians rate their most recent course effective or very effective at preparing them to influence others in their organization; 53% rate their course effective or very effective at preparing them to develop the leadership skills of their subordinates.

In general, courses that involve a blended learning approach are rated effective at improving leadership capabilities by a larger percentage of recent graduates than courses conducted only via distributed learning. The most favorably rated courses by mode of instruction are the Manager Development Course (distributed learning) and the Intermediate Course (blended learning). Exhibit 15 displays the results of course specific ratings across the CES.

Exhibit 15. Ratings for CES Course Effectiveness in Preparing Leaders by Recent Course Graduates (2007-2011).

Ratings of CES Course Effectiveness for Leader Development by Recent Graduates (2007-2011) (% Effective/Very Effective)

Course	Effectiveness in improving learner leadership capabilities	Effectiveness in preparing learner to influence others	Effectiveness in preparing learner to develop subordinates' leadership skills
Foundation Course (FC) dL	37%	37%	36%
Supervisors Development Course (SDC) dL	54%	50%	49%
Basic Course (BC)	64%	61%	60%
Intermediate Course (IC)	71%	65%	65%
Manager Development Course (MDC) dL	60%	63%	60%
Advanced Course (AC)	73%	61%	49%

Notably, the Advanced Course is rated effective or very effective at improving individual leadership capabilities by nearly three-fourths of recent graduates (74%). However, the AC has the second lowest rating amongst the six courses with regard to preparing civilian leaders to develop the leadership skills of subordinates. Although still favorable, the Advanced Course also received the third lowest ratings regarding effectiveness in preparing civilian leaders to influence others within their organization. As discussed previously, the Advanced Course is rated as meeting or exceeding expectations by a smaller percentage of recent graduates compared to other blended learning courses.

The 2012 Army Posture Statement (Army Civilian University, 2012) explains the Advanced Course is designed for civilians who "exercise predominantly indirect supervision." This can partially explain the lower ratings of effectiveness in preparing leaders to develop subordinates – as the course may not emphasize this. However, it does not appropriately address the lower percentage of favorable ratings for the effectiveness in preparing leaders to influence others within the organization. Given the role of these senior leaders, effective use of influence is an important part of their responsibilities.

3.4.5 Course Timing

The timing of CES course attendance and completion shows some room for improvement. An average 56% of recent graduates believe they attended their most recent course at about the right time, while 43% believe they attended the course too late or way too late in their career to prepare them for responsibilities they have held. Slightly more than half of recent graduates of the Foundation Course (56%) and the Basic Course (51%) believe they completed their course too late, indicating a belief that earlier completion of these courses would have better prepared them to meet their job responsibilities. Overall, the difference in perceptions of course timing between distributed and blended learning courses is negligible. Perceptions about the timing of attendance by course are as follows:

- **Foundation Course (dL):** 44% about the right time; 56% too late
- **Supervisors Development Course (dL):** 56% about the right time; 43% too late
- **Basic Course:** 52% about the right time; 48% too late
- **Intermediate Course:** 55% about the right time; 44% too late
- **Manager Development Course (dL):** 73% about the right time; 24% too late
- **Advanced Course:** 67% about the right time; 32% too late

One reason course attendance is perceived to be delayed may lie with a lack of support or emphasis from superiors. For example, the Foundation Course is conducted via distributed learning and by regulation (AR 350-1), is to be completed within the first year of employment. Thus tardiness in completing the course can be attributed to a lack of initiative on the part of the civilian, or a lack of emphasis from their supervisor. This lack of emphasis may partly explain the tardiness for completing blended learning courses (BC and IC); however, the tardiness might only be attributable to the resident instruction which may be delayed after completing the web-based training. These data do not make a distinction for these two components or account for any gap of time between them. In order to improve the educational benefit of the blended learning courses, Mysliwiec (2010) recommends that the distance learning and resident instruction components be directly linked with regard to completion. In doing so, each component would more effectively complement the other.

3.4.6 Content Relevance and Utilization

Important outcomes of course attendance are the relevance of the course content to the work environment and the support civilian leaders receive from their organization to use their newly

acquired knowledge and skills in their job. The perceptions of recent graduates of CES courses (2007-2011) are presented in the Table 6. With the exception of the Foundation Course, civilians express moderate to strong agreement that the content of their most recent course was relevant to the leadership responsibilities that they face in their job. Smaller percentages of recent graduates rate their organizations effective or very effective at utilizing or supporting the leadership skills they learned in the course.

Table 6. Percent of Favorable Ratings for CES Course Content Relevance and Utilization by Recent Graduates (2007-2011).

	Content of course was relevant to the leadership responsibilities I have faced	Unit/organization effectiveness in utilizing or supporting leadership skills learned in the course
Foundation Course (FC) dL	46%	39%
Supervisors Development Course (SDC) dL	73%	48%
Basic Course (BC)	65%	53%
Intermediate Course (IC)	72%	51%
Manager Development Course (MDC) dL	70%	57%
Advanced Course (AC)	62%	49%

Across all courses, 65% of civilians agree or strongly agree their most recent course was relevant to their job. A 5% difference in agreement exists between instructional modes (dL = 62%; blended learning = 67%). Approximately three-fourths of civilians who attended the Supervisors Development Course (73%) or Intermediate Course (72%) express agreement that the course was relevant to their leadership responsibilities. Further, on average, 50% of civilians rate their organization as effective or very effective at utilizing or supporting the leadership skills acquired in their most recent course. Only a small difference (4%) in perceptions exists between instructional modes (dL = 48%; blended learning = 52%).

3.5 Civilian Career Maps

Army Civilian Career Maps provide a standardized framework and career enhancing information to individuals and managers for the professional development of the Army Civilian Corps. The maps serve as the professional blueprint for a successful civil service career while providing information and guidance for advancement. The information provided in Career Maps is intended to serve as a guideline to Army civilians, and is not intended to infer that a series of training initiatives will automatically lead to promotion or advancement to a higher level.

Just over half of Army civilian leaders (55%) are familiar with civilian career maps, but only 18% report they have accessed and used a civilian career map (including 21% of managers or senior supervisors; 16% of first line supervisors or leaders). Of civilian leaders who have accessed and used a civilian career map, 52% rate it effective or very effective in helping them plan career development. Forty-two percent of civilian leaders rate civilian career maps neither effective nor ineffective in helping them plan career development, while 10% rate them ineffective.

3.6 Army Career Tracker

The Army Career Tracker (ACT) is an Army web portal designed to change the way training, education and experiential learning support is provided to Army enlisted members, officers, civilians, and their leaders. Users can search multiple education and training resources, monitor career development and receive advice from their leadership.

This portal allows users to track individual progress of Individualized Development Plan (IDP) goals; view multiple skill and competency career progressions across multiple career maps; search multiple training catalogs and educational resources; and connect with peers through My Journal knowledge collaboration. The system also provides an unofficial "lifelong learning transcript" that represents the accumulation of all assignment, training, and education accomplishments by the user (TRADOC/INCOPD, 2011).

About half of Army civilian leaders (52%) are familiar with the Army Career Tracker, but only 9% report they have accessed and used the ACT. Of civilian leaders who have utilized the ACT portal, 54% rate it as effective or very effective at providing a single point of access to career development information. Thirty-six percent of civilian leaders rate ACT neither effective nor ineffective, while 10% rate it ineffective.

Summary on Quality of Leader Development

Operational work experience and self development are strong methods of leader development and well received by Army civilian leaders. Over three-fourths of civilian leaders frequently or very frequently develop their skills through opportunities to lead others, and most report these opportunities as having a large or great impact on their development. Many civilian leaders also report on-the-job training and civilian education (college courses) have had large impacts on their development. Conversely, development from a civilian's immediate superior or supervisor does not occur frequently, nor is it viewed as being impactful on civilian leader development. Indirect methods of development from others (e.g., observing, collaborating with peers, or job shadowing superiors) occur more frequently and are rated more favorably than direct methods of development from others (e.g., counseling and mentoring).

Fifty-three percent of Army civilians report they have attended an Army civilian course or school in their career. This finding is surprising given the requirements and timing for civilian course completion as outlined in AR 350-1. Civilians generally hold favorable perceptions toward the Civilian Education System (CES) and moderate expectations that the CES courses

they attend will improve their leadership abilities. All courses, from the Foundation Course to the Advanced Course, are meeting or exceeding the expectations of the civilians who attend (with two-thirds favorability or more). Instructor quality for courses conducted in resident shows very favorable ratings. As noted in previous years, ratings for the Foundation Course (completed via dL) lag behind other CES courses in all areas. Course timing appears to be an issue for several CES courses; large percentages of civilians believe they attended their course too late in their career.

Nearly one in five Army civilian leaders has accessed and used civilian career maps. Of those who have, about half found them effective in helping them plan career development. Only 9% of Army civilian leaders have accessed and used the Army Career Tracker, and half of those leaders found it to be effective at providing a single point of access to career development information.

Conclusion

Results of the 2011 CASAL confirm findings of the previous two years and provide new insights on civilian leadership, leader development, and the climate and situational factors within the working environment.

The quality of leadership among civilian leaders is moderate and appears to be a relatively stable value over the last decade. Key strengths of civilian leaders include positive behaviors such as getting results, preparing self, demonstrating resilience when faced with adversity, demonstrating the leader attributes, and positively affecting subordinate safety and work quality. Areas for improvement include developing subordinate leaders, team building, fostering esprit de corps, and positively affecting unit cohesion and subordinate motivation.

Career satisfaction among civilian leaders is high, as are perceptions of the fit between civilian leaders' knowledge, skills, and abilities and the challenges of their work. Civilian leaders are generally satisfied with the freedom or latitude provided to perform their work and the amount of performance feedback they receive. There are moderate to strong levels of trust between civilian leaders and their superiors, peers and subordinates. Civilian leaders hold high levels of affective commitment toward the Army, their organizations, and their teams and workgroups. Notably, one-third of the Army civilian leader workforce is currently eligible for retirement from the Federal System, but Army civilians are choosing to remain in service to the Army.

A weakness in Army civilian working environments is the perceived level of stress from high workload. More than one-third of civilian leaders perceive stress from high workload as a serious problem, and results of previous CASAL surveys indicate high work stress is more prevalent now than in the past three years.

The three Army leader development training domains positively grow civilian leaders, though they are not perceived to be equally effective in doing so. Operational work experience and self

development continue to be viewed as effective and favored ways civilian leaders prepare for new levels of leadership and responsibility, followed by institutional education. In terms of leader development practices, civilian leaders most frequently engage in opportunities to lead others, learning from their peers, and on-the-job training – elements of the operational domain of development. These methods are viewed as having the largest impact on civilian development, and include elements of learning from others (e.g., observing, collaborating with peers, or job shadowing superiors). However, direct methods of development from others (e.g., counseling from immediate superior, mentoring from outside the organization) do not occur as frequently for most, nor are they viewed as having a large impact on development.

The core leader competency *Develops Others* is the lowest rated and most in need of improvement, both for Army civilian leaders and uniformed leaders. Less than half of civilian leaders believe they have sufficient time to develop their subordinate leaders, and most do not sense that achievements in developing subordinates are recognized or rewarded in their organization. The nature of the civilian system may be driving some of these low ratings. While uniformed leaders are developed and advance (or depart) in an "up or out" system, Army civilians are hired already qualified for a specific job. However, it stands to reason that all leaders have strengths and weaknesses, and leadership skills that could be developed. Tools like the Army Career Tracker and Civilian Career Maps have recently been introduced and address civilian leader development from a career development angle. However, the level of awareness and use of these new systems by civilian leaders is still low.

The 2011 CASAL provides several new insights on the Civilian Education System. Civilians hold greater expectations for higher level CES courses, specifically that the content of courses will improve their abilities to lead, influence and develop others. In most cases, CES courses are meeting or exceeding the overall expectations of civilians who attend (67% - 85%). Instructors for the resident portion of courses are generally rated favorably, and in most cases the content of courses is viewed as relevant to the leadership responsibilities that civilians face in their jobs. Overall perceptions of the effectiveness of the Foundation Course continue to be the lowest rated within the CES.

Army Regulation 350-1, *Army Training and Leader Development,* states the Civilian Education System (CES) is progressive, sequential training and education program for Army civilians at all levels. Some courses are required for specific supervisory levels, some are available as self-development to all civilians, and some are provided as sustainment training. However, of the stratified random sample of civilian leaders that participated in the 2011 CASAL, nearly half (47%) indicated they had not attended any of the existing Army civilian courses. Further, large percentages of recent CES course graduates believe they attended their most recent CES course too late or way too late to prepare them for responsibilities they have held, including 43% - 56% of recent graduates of the first four courses in the CES progression (Foundation Course, Supervisor Development Course, Basic Course, and Intermediate Course). These findings suggest more can be done to promote civilian participation in the existing education system. One approach is to continue to raise the quality of the courses so usefulness, relevance and effectiveness ratings are higher and there is greater attraction and value from completion. A

second approach is to raise awareness within the civilian workforce of the courses that are available, and encouraging supervisors and managers to arrange for employee participation.

These findings provide a snapshot of the current state of leadership quality, leader development, and climate and situational factors within the working environment for Army civilian leaders. For additional information on these issues and specific findings for Army uniformed leaders, see the full report of the *2011 CAL Technical Report 2012-1 Annual Survey of Army Leadership (CASAL): Main Findings* (Riley, et al., 2012).

References

Army Civilian University (2012). Civilian Education System (CES) Information paper addendum to. *U.S. Army Posture Statement 2012.* Retrieved from https://secureweb2.hqda.pentagon.mil/VDAS_ArmyPostureStatement/2012/

Civilian Personnel Evaluation Agency. (2006). *FY06 Army wide civilian personnel attitude survey: Results for civilian supervisors*. Retrieved from: http://cpol.army.mil/library/civplans/aatt-survey/

Civilian Personnel Evaluation Agency. (2011). *FY10 Army wide civilian personnel attitude survey: Results for civilian employees*. Retrieved from: http://cpol.army.mil/library/civplans/aatt-survey/

Combined Arms Center. (2003). The Army Training and Leader Development Panel Report Phase IV (Civilian Study). Fort Leavenworth, KS.

Department of the Army. (2011). *Army Regulation 350-1, Army Training and Leader Development.* Washington, D.C.: Headquarters, Department of the Army.

Department of the Army. (2011). *Field Manual 7-0, Training units and developing leaders for full spectrum operations*. Washington, D.C.: Headquarters, Department of the Army.

Department of the Army. (2012). *Army Doctrinal Publication 6-22*, *Army leadership*. Washington, D.C.: Headquarters, Department of the Army.

Gillespie, N. (2003). Measuring trust in work relationships: The Behavioral Trust Inventory. Paper presented at the *Academy of Management Conference*, Seattle, USA.

Human Resources Strategic Assessment Program, Defense Manpower Data Center (2011). 2010 Status of forces survey of DoD civilian employees: Tabulations of responses. DMDC Report No. 2010-017. Arlington, VA: Author.

Mysliwiec, J.M. (2010). *Civilian leader development: Getting it right from the beginning*. Strategy Research Project. Carlisle Barracks, PA: United States Army War College.

Riley, R., Conrad, T., Hatfield, J., Keller-Glaze, H., & Fallesen, J. (2012). *The 2011 Center for Army Leadership annual survey of leadership (CASAL): Main findings*. (CAL Technical Report 2012-1). Fort Leavenworth, KS: Center for Army Leadership.

Riley, R., Keller-Glaze, H., & Steele, J.P. (2011). *The 2010 Center for Army Leadership annual survey of leadership (CASAL): Army civilians*. (CAL Technical Report 2011-4). Fort Leavenworth, KS: Center for Army Leadership.

Riley, R., & Steele, J.P. (2010). *The 2009 Center for Army Leadership annual survey of leadership (CASAL): Army civilians*. (CAL Technical Report 2010-3). Fort Leavenworth, KS: Center for Army Leadership.

TRADOC/INCOPD (2011). Army Career Tracker. Information paper addendum to *U.S. Army Posture Statement 2011.* Retrieved from *https://secureweb2.hqda.pentagon.mil/VDAS_ArmyPostureStatement/2011/information_papers/PostedDocument.asp?id=210*

United States Office of Personnel Management (2010). *Federal employee viewpoint survey 2010: Results from the 2010 Federal employee viewpoint survey.* Retrieved from http://www.fedview.opm.gov/2010/Published

United States Office of Personnel Management (2011). *Federal employee viewpoint survey 2011: Results from the 2011 Federal employee viewpoint survey.* Retrieved from http://www.fedview.opm.gov/2011/Published